



## Virginia Department of Criminal Justice Services

January 9, 2017

### Opportunity for Public Comment

#### ***Notice:***

In accordance with the requirements of the Virginia Administrative Code the Department of Criminal Justice Services (DCJS) is providing notice of proposed changes to the training standards for Law Enforcement, Civil Process, Courtroom Security, Jail, Basic Corrections Officers and Dispatchers recommended by the appropriate Curriculum Review Committee. You may provide public comment through the Regulatory Town Hall public comment forum. Additionally, an opportunity for public comment will be held on March 23, 2017 at 10:00 House Room D at the General Assembly Building. Upon hearing and reviewing comments at the meeting the Committee on Training (COT) will decide to adopt or reject in whole or in part the proposed revisions. Those revisions that are adopted by the COT will be published in the *Virginia Register of Regulations* for 30 days before becoming effective.

The proposed revisions impact all the regulated fields and can be viewed on the DCJS website on the Law Enforcement page <https://www.dcjs.virginia.gov/law-enforcement> by clicking on the tab labeled “**2017 Proposed Revisions to Training Standards**”

***Civil Process Officer Performance Outcomes.....page 2***

***Corrections Officer Performance Outcomes.....page 7***

***Courtroom Security Officer Performance Outcomes.....page 12***

***Dispatchers Performance Outcomes.....page 18***

***Jail Officer Performance Outcomes.....page 29***

***Law Enforcement Officer Performance Outcomes.....page 34***

# *Proposed Language Civil Process*

## **New Performance Outcome (Civil Process)**

### **Performance Outcome 4.10.**

Identify applicable laws, definitions and background information related to terrorism.

#### **Training Objectives Related to 4.10.**

- A. Given a written exercise, define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.
- B. Given a written or practical exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.
- C. Given a written or practical exercise identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - 1. Background information
    - a. International
    - b. Domestic (Intra-national)
  - 2. Strategies/current trends
    - a. Propaganda
    - b. Internet resources
    - c. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response
      - (1) Three or more attackers
      - (2) Simultaneous attack of two or more sites
    - d. Other as identified
  - 3. Primary objectives
  - 4. Potential targets

**Criteria:** The trainee shall be tested on the following:

- 4.10.1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.
- 4.10.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment
- 4.10.3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - 4.10.3.1. Extreme political groups (Sovereign Citizens)
  - 4.10.3.2. Race-based hate groups (White Supremacist, Black Separatists)
  - 4.10.3.3. Religious-based hate groups (Christian Identity, Westboro Baptist Church)
  - 4.10.3.4. Special interest groups (anti-abortion, animal rights)
  - 4.10.3.5. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)
  - 4.10.3.6. Identify the primary objectives of terrorists:
    - 4.10.3.6.1. Recognition

- 4.10.3.6.2. Coercion
- 4.10.3.6.3. Intimidation
- 4.10.3.6.4. Provocation
- 4.10.3.6.5. Insurgency Support
- 4.10.3.7. Potential targets

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.
2. Identify the difference between extremist beliefs and terrorist activity acts/speech protected by the First Amendment (i.e. subject has radical beliefs which are not a violation of law until they act upon them)
  - a. Identify the radicalization process and the behavioral factors influencing the process
  - b. Terrorist recruitment cycle and socialization activities
3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - a. Extreme political groups (Sovereign Citizens)
  - b. Race-based hate groups (White Supremacist, Black Separatists)  
Religious-based hate groups (Christian Identity, Westboro Baptist Church)
  - c. Special interest groups (anti-abortion, animal rights)
  - d. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)
4. Identify types of organizations and individuals engaging in acts of terrorism.
  - a. Background information
    - (1) International
    - (2) Domestic (Intra-national)
  - b. Strategies/current trends
    - (1) Propaganda
    - (2) Internet resources
    - (3) Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response
      - (a) Three or more attackers
      - (b) Simultaneous attack of two or more sites
  - c. Primary objectives
  - d. Potential targets

## **New Performance Outcome (Civil Process)**

### **Performance Outcome 4.11.**

Identify common precursors associated with the production of hazardous devices accessible through legal and illegal means.

#### **Training Objective Related to 4.11.**

- A. Given a written or practical exercise, identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - a. chemical agents
  - b. biological agents
  - c. radiological devices
  - d. explosive devices
  - e. weapons of mass destruction
- B. Given a written or practical exercise, identify the responsibilities of the first officer on the scene of an act of terrorism.

**Criteria:** The trainee shall be tested on the following:

- 4.11.1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - 4.11.1.1. chemical agents
  - 4.11.1.2. biological agents
  - 4.11.1.3. radiological devices
  - 4.11.1.4. explosive devices
  - 4.11.1.5. weapons of mass destruction
- 4.11.2. Recognize and evaluate the situation.
- 4.11.3. Avoid and isolate the area.
- 4.11.4. Notify appropriate agencies and request assistance.
- 4.11.5. If and when determined, proceed to evacuate/shelter in place.

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - a. chemical agents
  - b. biological agents
  - c. radiological devices
  - d. explosive devices
  - e. weapons of mass destruction
- 2. Recognize and evaluate the situation.
- 3. Avoid and isolate the area.
- 4. Notify appropriate agencies and request assistance.
- 5. If and when determined, proceed to evacuate/shelter in place.

## **New Performance Outcome (Civil Process)**

### **Performance Outcome 4.12.**

Identify the impact of social media on today's terrorism activities.

#### **Training Objective Related to 4.12.**

A. Given a written or practical exercise, identify the impact various forms of social media have on today's terrorist activity.

**Criteria:** The trainee shall be tested on the following:

- 4.12.1 Identify the impact of social media on terrorist activities.
  - 4.12.1.1. Monitor social media during the event, as applicable
  - 4.12.1.2. Utilizing social media for distribution of information

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Identify the impact of social media on terrorist activities.
  - a. Monitor social media during the event, as applicable
  - b. Utilizing social media for distribution of information

## **New Performance Outcome (Civil Process)**

### **Performance Outcome 4.13.**

Identify behavior(s) and indicators of suspicious non-criminal and criminal activity that may alert law enforcement to acts of terrorism and identify resources capable of providing assistance.

#### **Training Objectives Related to 4.13.**

- A. Given a written or practical exercise, identify behavior(s) and indicators of suspicious non-criminal and criminal terrorist activity.
- B. Given a written or practical exercise identify federal, state, and local resources.

**Criteria:** The trainee shall be tested on the following:

- 4.13.1. Identify behaviors and indicators of suspicious non-criminal and criminal activities.
- 4.13.2. Identify federal, state, and local resources.
  - 4.13.2.1. Federal
    - 4.13.2.1.1. Joint Terrorism Task Force
    - 4.13.2.1.2. Terrorist Screening Center (TSC)
    - 4.13.2.1.3. National Joint Terrorism Task Force
  - 4.13.2.2. State Police – Fusion Center
  - 4.13.2.3. Local resources

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify behavior(s) and indicators
  - a. Suspicious non-criminal
  - b. Criminal
2. Identify federal, state, and local resources.
  - a. Federal
    - (1) Joint Terrorism Task Force
    - (2) Terrorist Screening Center (TSC)
    - (3) National Joint Terrorism Task Force
  - b. State Police – Fusion Center
  - c. Local resources

### ***Revised Performance Outcomes (Field Training)***

#### **9.1 – 9.6 Policies, Procedures and Operations**

- 9.1. Identify agency policy regarding professional appearance related to clothing and grooming.
- 9.2. Identify agency policy and procedures for handling violations of professional, ethical or legal standards of conduct by fellow process service officers.
- 9.3. Identify agency policy and procedure related to communicating information about service of process to internal and external authorities.
- 9.4. Identify agency policy and procedure for obtaining assistance for communicating with various cultural backgrounds or with various disabilities.
- 9.5. Identify agency policy and procedures for eviction when an outstanding warrant exists.
- 9.6. Identify department policy related to explaining a violation of county or municipal ordinance(s) that is the basis for service of process.
- 9.7. ~~(Repealed) Complete a Terrorism Awareness Course and provide certificate of completion to supervisor.~~
- 9.8. Complete IS-700 NIMS Introductory training course and provide certificate of completion to supervisor.
- 9.9. Complete ICS 100 Introductory training course and provide certificate of completion to supervisor.

***\* Special Note: Completion of IS-700 NIMS Introductory course through FEMA online training will accomplish 9.8. Completion of ICS 100 Introductory course through FEMA online training will accomplish 9.9.***

- 9.10. Use an impact weapon to control a subject if impact weapons are assigned by agency.
  - 9.10.1. Identify the primary, secondary and lethal target areas.
  - 9.10.2. Demonstrate offensive and defensive stances.
  - 9.10.3. Demonstrate proper verbalization and touch/striking techniques for primary, secondary and the non-lethal target areas.

## ***Proposed Language Corrections***

### **Revised Performance Outcome (Emergency Response)**

#### **Performance Outcome 4.5.**

Complete a ~~Terrorism Awareness~~ incident management training course.

#### **Training Objective Related to 4.5.**

A. Given a written or practical exercise, complete

- (1). Repealed ~~Terrorism Awareness training courses~~
- (2). FEMA IS-700 National Incident Management System (NIMS) Introductory training
- (3). ICS 100 Introductory training

**Criteria:** The trainee shall be tested on the following:

- 4.5.1. (Repealed) ~~Identify indicators and effect of incidents to include CBRN (E) — chemical, radiological, nuclear, and explosive devices or weapons — on individuals and property~~
- 4.5.2. (Repealed) ~~Identify signs and symptoms common to initial victims of a CBRN (E) incident~~
- 4.5.3. Identify and complete IS-700 NIMS Introductory training course
- 4.5.4. Identify and complete ICS 100 Introductory training course

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Repealed ~~Identify and complete a terrorism awareness training course.~~
2. Complete IS-700 NIMS Introductory training course.
3. Complete ICS 100 Introductory training course.

### **New Performance Outcome (Emergency Response)**

#### **Performance Outcome 4.6.**

Identify applicable laws, definitions and background information related to terrorism.

#### **Training Objectives Related to 4.6.**

- A. Given a written exercise, define terrorism according to Title 16 U.S.C and applicable laws in the Code of Virginia.
- B. Given a written or practical exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.

- C. Given a written or practical exercise identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
1. Background information
    - a. International
    - b. Domestic (Intra-national)
  2. Strategies/current trends
    - a. Propaganda
    - b. Internet resources
    - c. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response
      - (1) Three or more attackers
      - (2) Simultaneous attack of two or more sites
    - d. Other as identified
  3. Primary objectives
  4. Potential targets

**Criteria:** The trainee shall be tested on the following:

- 4.6.1. Define terrorism according to Title 16 U.S.C and applicable laws in the Code of Virginia.
- 4.6.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment
- 4.6.3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - 4.6.3.1. Extreme political groups (Sovereign Citizens)
  - 4.6.3.2. Race-based hate groups (White Supremacist, Black Separatists)
  - 4.6.3.3. Religious-based hate groups (Christian Identity, Westboro Baptist Church)
  - 4.6.3.4. Special interest groups (anti-abortion, animal rights)
  - 4.6.3.5. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)
  - 4.6.3.6. Identify the primary objectives of terrorists:
    - 4.6.3.6.1. Recognition
    - 4.6.3.6.2. Coercion
    - 4.6.3.6.3. Intimidation
    - 4.6.3.6.4. Provocation
    - 4.6.3.6.5. Insurgency Support
  - 4.6.3.7. Potential targets

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define terrorism according to Title 16 U.S.C and applicable laws in the Code of Virginia.
2. Identify the difference between extremist beliefs and terrorist activity acts/speech protected by the First Amendment (i.e. subject has radical beliefs which are not a violation of law until they act upon them)
  - a. Identify the radicalization process and the behavioral factors influencing the process
  - b. Terrorist recruitment cycle and socialization activities



3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - a. Extreme political groups (Sovereign Citizens)
  - b. Race-based hate groups (White Supremacist, Black Separatists)  
Religious-based hate groups (Christian Identity, Westboro Baptist Church)
  - c. Special interest groups (anti-abortion, animal rights)
  - d. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)
4. Identify types of organizations and individuals engaging in acts of terrorism.
  - a. Background information
    - (1) International
    - (2) Domestic (Intra-national)
  - b. Strategies/current trends
    - (1) Propaganda
    - (2) Internet resources
    - (3) Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response
      - (a) Three or more attackers
      - (b) Simultaneous attack of two or more sites
  - c. Primary objectives
  - d. Potential targets

### **New Performance Outcome (Emergency Response)**

#### **Performance Outcome 4.7.**

Identify common precursors associated with the production of hazardous devices accessible through legal and illegal means.

#### **Training Objective Related to 4.7.**

- A. Given a written or practical exercise, identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - a. chemical agents
  - b. biological agents
  - c. radiological devices
  - d. explosive devices
  - e. weapons of mass destruction
- B. Given a written or practical exercise, identify the responsibilities of the first officer on the scene of an act of terrorism.

**Criteria:** The trainee shall be tested on the following:

4.7.1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:

- 4.7.1.1. chemical agents
- 4.7.1.2. biological agents
- 4.7.1.3. radiological devices
- 4.7.1.4. explosive devices
- 4.7.1.5. weapons of mass destruction

4.7.2. Recognize and evaluate the situation.

4.7.3. Avoid and isolate the area.

4.7.4. Notify appropriate agencies and request assistance.

4.7.5. If and when determined, proceed to evacuate/shelter in place.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - a. chemical agents
  - b. biological agents
  - c. radiological devices
  - d. explosive devices
  - e. weapons of mass destruction
2. Recognize and evaluate the situation.
3. Avoid and isolate the area.
4. Notify appropriate agencies and request assistance.
5. If and when determined, proceed to evacuate/shelter in place.

### **New Performance Outcome (Emergency Response)**

#### **Performance Outcome 4.8.**

Identify the impact of social media on today's terrorism activities.

#### **Training Objective Related to 4.8.**

A. Given a written or practical exercise, identify the impact various forms of social media have on today's terrorist activity.

**Criteria:** The trainee shall be tested on the following:

4.8.1 Identify the impact of social media on terrorist activities.

- 4.8.1.1. Monitor social media during the event, as applicable
- 4.8.1.2. Utilizing social media for distribution of information

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify the impact of social media on terrorist activities.
  - a. Monitor social media during the event, as applicable
  - b. Utilizing social media for distribution of information

### **New Performance Outcome (Emergency Response)**

#### **Performance Outcome 4.9.**

Identify behavior(s) and indicators of suspicious non-criminal and criminal activity that may alert law enforcement to acts of terrorism and identify resources capable of providing assistance.

#### **Training Objectives Related to 4.9.**

- A. Given a written or practical exercise, identify behavior(s) and indicators of suspicious non-criminal and criminal terrorist activity.
- B. Given a written or practical exercise identify federal, state, and local resources.

**Criteria:** The trainee shall be tested on the following:

- 4.9.1. Identify behaviors and indicators of suspicious non-criminal and criminal activities.
- 4.9.2. Identify federal, state, and local resources.
  - 4.9.2.1. Federal
    - 4.9.2.1.1. Joint Terrorism Task Force
    - 4.9.2.1.2. Terrorist Screening Center (TSC)
    - 4.9.2.1.3. National Joint Terrorism Task Force
  - 4.9.2.2. State Police – Fusion Center
  - 4.9.2.3. Local resources

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify behavior(s) and indicators
  - a. Suspicious non-criminal
  - b. Criminal
2. Identify federal, state, and local resources.
  - a. Federal
    - (1) Joint Terrorism Task Force
    - (2) Terrorist Screening Center (TSC)
    - (3) National Joint Terrorism Task Force
  - b. State Police – Fusion Center
  - c. Local resources

# ***Proposed Language Courtroom Security***

## **New Performance Outcome (Court Security Operations)**

### **Performance Outcome 4.9.**

Identify applicable laws, definitions and background information related to terrorism.

#### **Training Objectives Related to 4.9.**

- A. Given a written exercise, define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.
- B. Given a written or practical exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.
- C. Given a written or practical exercise identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - 1. Background information
    - a. International
    - b. Domestic (Intra-national)
  - 2. Strategies/current trends
    - a. Propaganda
    - b. Internet resources
    - c. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response
      - (1) Three or more attackers
      - (2) Simultaneous attack of two or more sites
    - d. Other as identified
  - 3. Primary objectives
  - 4. Potential targets

**Criteria:** The trainee shall be tested on the following:

- 4.9.1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.
- 4.9.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment
- 4.9.3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - 4.9.3.1. Extreme political groups (Sovereign Citizens)
  - 4.9.3.2. Race-based hate groups (White Supremacist, Black Separatists)
  - 4.9.3.3. Religious-based hate groups (Christian Identity, Westboro Baptist Church)
  - 4.9.3.4. Special interest groups (anti-abortion, animal rights)
  - 4.9.3.5. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)
  - 4.9.3.6. Identify the primary objectives of terrorists:
    - 4.9.3.6.1. Recognition

- 4.9.3.6.2. Coercion
- 4.9.3.6.3. Intimidation
- 4.9.3.6.4. Provocation
- 4.9.3.6.5. Insurgency Support
- 4.9.3.7. Potential targets

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.
2. Identify the difference between extremist beliefs and terrorist activity acts/speech protected by the First Amendment (i.e. subject has radical beliefs which are not a violation of law until they act upon them)
  - a. Identify the radicalization process and the behavioral factors influencing the process
  - b. Terrorist recruitment cycle and socialization activities
3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - a. Extreme political groups (Sovereign Citizens)
  - b. Race-based hate groups (White Supremacist, Black Separatists)  
Religious-based hate groups (Christian Identity, Westboro Baptist Church)
  - c. Special interest groups (anti-abortion, animal rights)
  - d. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)
4. Identify types of organizations and individuals engaging in acts of terrorism.
  - a. Background information
    - (1) International
    - (2) Domestic (Intra-national)
  - b. Strategies/current trends
    - (1) Propaganda
    - (2) Internet resources
    - (3) Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response
      - (a) Three or more attackers
      - (b) Simultaneous attack of two or more sites
  - c. Primary objectives
  - d. Potential targets

## **New Performance Outcome (Court Security Operations)**

### **Performance Outcome 4.10.**

Identify common precursors associated with the production of hazardous devices accessible through legal and illegal means.

#### **Training Objective Related to 4.10.**

- A. Given a written or practical exercise, identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - 1. chemical agents
  - 2. biological agents
  - 3. radiological devices
  - 4. explosive devices
  - 5. weapons of mass destruction
- B. Given a written or practical exercise, identify the responsibilities of the first officer on the scene of an act of terrorism.

**Criteria:** The trainee shall be tested on the following:

- 4.10.1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - 4.10.1.1. chemical agents
  - 4.10.1.2. biological agents
  - 4.10.1.3. radiological devices
  - 4.10.1.4. explosive devices
  - 4.10.1.5. weapons of mass destruction
- 4.10.2. Recognize and evaluate the situation.
- 4.10.3. Avoid and isolate the area.
- 4.10.4. Notify appropriate agencies and request assistance.
- 4.10.5. If and when determined, proceed to evacuate/shelter in place.

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - a. chemical agents
  - b. biological agents
  - c. radiological devices
  - d. explosive devices
  - e. weapons of mass destruction
- 2. Recognize and evaluate the situation.
- 3. Avoid and isolate the area.
- 4. Notify appropriate agencies and request assistance.
- 5. If and when determined, proceed to evacuate/shelter in place.

## **New Performance Outcome (Court Security Operations)**

### **Performance Outcome 4.11.**

Identify the impact of social media on today's terrorism activities.

#### **Training Objective Related to 4.11.**

A. Given a written or practical exercise, identify the impact various forms of social media have on today's terrorist activity.

**Criteria:** The trainee shall be tested on the following:

- 4.11.1 Identify the impact of social media on terrorist activities.
  - 4.11.1.1. Monitor social media during the event, as applicable
  - 4.11.1.2. Utilizing social media for distribution of information

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Identify the impact of social media on terrorist activities.
  - a. Monitor social media during the event, as applicable

## **New Performance Outcome (Court Security Operations)**

### **Performance Outcome 4.12.**

Identify behavior(s) and indicators of suspicious non-criminal and criminal activity that may alert law enforcement to acts of terrorism and identify resources capable of providing assistance.

#### **Training Objectives Related to 4.12.**

- A. Given a written or practical exercise, identify behavior(s) and indicators of suspicious non-criminal and criminal terrorist activity.
- B. Given a written or practical exercise identify federal, state, and local resources.

**Criteria:** The trainee shall be tested on the following:

- 4.12.1. Identify behaviors and indicators of suspicious non-criminal and criminal activities.
- 4.12.2. Identify federal, state, and local resources.
  - 4.12.2.1. Federal
    - 4.12.2.1.1. Joint Terrorism Task Force
    - 4.12.2.1.2. Terrorist Screening Center (TSC)
    - 4.12.2.1.3. National Joint Terrorism Task Force
  - 4.12.2.2. State Police – Fusion Center
  - 4.12.2.3. Local resources

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify behavior(s) and indicators
  - a. Suspicious non-criminal
  - b. Criminal
2. Identify federal, state, and local resources.
  - a. Federal
    - (1) Joint Terrorism Task Force
    - (2) Terrorist Screening Center (TSC)
    - (3) National Joint Terrorism Task Force
  - b. State Police – Fusion Center
  - c. Local resources

### **Revised Performance Outcome (Field Training)**

#### **9.1 – 9.17 Policies, Procedures and Operations**

- 9.1. Identify agency policy regarding professional appearance related to clothing and grooming.
- 9.2. Identify agency policy and procedures for handling violations of professional, ethical, or legal standards of conduct by fellow deputies/court security officers
- 9.3. Identify agency policies related to security of prisoners in court and determining any special security needs.
- 9.4. Identify agency policy and procedure related to treatment of juvenile prisoners.
- 9.5. Identify agency policy and procedure related to communicating information about a prisoner to internal and external authorities.
- 9.6. Identify agency policy and procedure for obtaining assistance for communicating with various cultural backgrounds or with various disabilities.
- 9.7. Identify department policy relating to emergency evacuation plans for courtrooms and courthouses.
- 9.8. Identify department policy and procedures related to jury protection and jury sequestering.
- 9.9. Conduct court security procedures with awareness of terrorism possibilities.
- 9.10. ~~Repealed~~ Complete a Terrorism Awareness Course and provide certificate of completion to supervisor.
- 9.11. Complete IS-700 NIMS Introductory training course and provide certificate of completion to supervisor.
- 9.12. Complete ICS 100 Introductory training course and provide certificate of completion to supervisor.

**\* Special Note: Completion of IS-700 NIMS introductory course through FEMA online training will accomplish 9.11. (Completion of ICS 100 Introductory course through FEMA online training will accomplish 9.12.).**

- 9.13. Identify primary, secondary, and lethal target areas for use of an impact weapon if impact weapon is assigned by agency.
- 9.14. Demonstrate offensive and defensive stances for use of an impact weapon if impact weapon is assigned by agency.



- 9.15. Demonstrate proper verbalization and touch/striking techniques for primary, secondary, and the non-lethal target areas if impact weapon is assigned by agency.
- 9.16. Identify department policy related to impact weapons used by their department, e.g., expandable batons, electronic immobilization devices, etc., if assigned by agency.
- 9.17. Provide training related to courthouse entrance screening where applicable. Examples of equipment that may be included in a courthouse entrance screening:
- a. Magnometer
  - b. X-ray machine
  - c. Handheld metal detector

DRAFT

# ***Proposed Language Dispatcher***

## **New Performance Outcome (Dispatcher Judgement)**

### **Performance Outcome 2.4**

Recognize and understand the dynamics of active shooter incidents and apply standard communication techniques during incident/s.

#### **Training Objectives related to 2.4**

- A. Given a written or practical exercise, identify the vital and primary functions of a dispatcher during an active shooter event(s).
- B. Given a written or practical exercise, demonstrate an understanding of the roles of law enforcement, EMS, and fire service during active shooter events.
- C. Given a written or practical exercise, define active shooter in accordance with the U.S. Department of Justice and the FBI and identify early warning signs of an active shooter event.
- D. Given a written or practical exercise, identify appropriate information/guidance to be provided to other law enforcement agencies offering assistance or asking questions during an event.
- E. Given a written or practical exercise, identify the potential for a secondary event or multiple events to be associated with the initial primary active shooting.
  - 1. Distraction (i.e. pulling fire alarm or setting off security alarms)
  - 2. Drawing in first responders.
- F. Given a written or practical exercise, identify potential weapons and hazards that may be encountered by first responders.
  - 1. Hand gun and/or long gun
    - a. Number of firearms
    - b. Number of shots fired
    - c. Where
    - d. When
  - 2. Explosives, bombs, booby traps, or other distraction devices
  - 3. Knives, machetes, hatchets
  - 4. Entry/exits compromised (e.g. blocked, chained, booby-trapped)
  - 5. Others as identified
- G. Given a written or practical exercise, screen calls and relay the information required to obtain the location and description of suspect(s):
  - 1. Location of suspect(s)
    - a. Transportation mode
    - b. Type of vehicle (use CYMBALS)
      - (1) Car/truck/motorcycle

- (2) Armored
    - (3) Boat
    - (4) Others as identified
  - c. On premises
  - d. Off premises / direction of travel
  - e. Ingress /egress points for first responders
- 2. Suspect(s)
  - a. Known (obtain name)
  - b. Number
  - c. Head to toe description
    - (1) Any special clothing or protective vest/armor
    - (2) Any remarkable or outstanding physical markings
    - (3) Possible bomb (i.e. visible wires, suicide vest, backpack, remote detonator, packages)
  - d. Did he/she say anything (i.e. group affiliation, mental stability)
  - e. Targeting specific groups or individuals (i.e. religion, culture, gender orientation, race)
  - f. Any other information obtained
- H. Given a written or practical exercise, analyze, prioritize, and relay pertinent information regarding hostages, and injured /uninjured victims.
  - 1. Hostages
    - a. Location (i.e. room number, building name, access points for law enforcement)
    - b. Number
    - c. Any suspect's demands
    - d. Injuries
  - 2. Injured/casualties
    - a. Location(s)
    - b. Number
    - c. Types of injuries
    - d. Triage
  - 3. Uninjured victims
    - a. Location(s)
    - b. Number
- I. Given a written or practical exercise, determine if civilians are secure and safe and if the facility/agency has an active shooter plan
- J. Given a written or practical exercise, identify possible contingencies during a system failure.
- K. Given a written or practical exercise, demonstrate an understanding of the analysis and prioritization of the following:
  - 1. Additional call taking and screening for service

2. Documentation timely and pertinent/updates CAD
3. Incident Command/Unified Command
- L. Given a written or practical exercise, identify how the use of social media impacts today's shooter and active shooter activities.
- M. Given a written or practical exercise, identify dispatcher's role and interaction with the Media.
- N. Given a written or practical exercise, identify emotional impact and the resources available for stress management including Critical Incident Stress Management.
- O. Given a written and practical exercise, demonstrate an understanding of the community impact.
- P. Given a written or practical exercise, demonstrate an understanding of a law enforcement response.
  1. Approach
  2. Positioning
  3. Situational awareness
  4. Breaching awareness
  5. Scene control
    - a. Traffic
    - b. Towing
    - c. Media
    - d. Family reunification
  6. Officer safety
  7. Force on force
  8. Avoidance
  9. Emergency medical services /fire roles, responsibilities and safety
    - a. Emergency medical dispatch (EMD)
    - b. Tactical emergency response team
  10. Zones
    - a. Hot
    - b. Warm
    - c. Cold

**Criteria:** The trainee shall be tested on the following:

- 2.4.1. Identify the primary functions of a dispatcher during an active shooter event(s).
  - 2.4.1.1. Call taking/texting
    - 2.4.1.1.1. Recognizing or suspecting an active shooter event
    - 2.4.1.1.2. Identify accurate location
  - 2.4.1.2. Coaching and/or direction
    - 2.4.1.2.1. Civilian(s)
    - 2.4.1.2.2. Armed civilian(s)
    - 2.4.1.2.3. Off duty law enforcement

- 2.4.1.2.4. Fire and emergency medical services personnel
    - 2.4.1.3. Screening, gathering, and documenting information
    - 2.4.1.4. Dispatching and disseminating information to responding units
      - 2.4.1.4.1. Radio control
      - 2.4.1.4.2. Immediate and pertinent updates
      - 2.4.1.4.3. Acknowledging responding units
    - 2.4.1.5. Managing responding resources
  - 2.4. 2. Identify the roles of law enforcement, EMS, and fire service during active shooter event(s).
    - 2.4.2.1. Law Enforcement
      - 2.4.2.1.1. Locating, containing, neutralizing suspect
      - 2.4.2.1.2. Securing scene
      - 2.4.2.1.3. Establishing casualty collection point
      - 2.4.2.1.4. Perimeter management
    - 2.4.2.2. Emergency Medical Services
      - 2.4.2.2.1. Triage
      - 2.4.2.2.2. Transporting
    - 2.4.2.3. Fire
      - 2.4.2.3.1. Scene assessment (i.e. hazmat)
      - 2.4.2.3.2. Triage
      - 2.4.3.3.3. Perimeter management
  - 2.4.3. Define active shooter in accordance with the U.S. Department of Justice and the FBI and identify early warning signs of an active shooter event.
    - 2.4.3.1. Sudden influx of calls
    - 2.4.3.2. Suspicious person calls not involving shots fired
    - 2.4.3.3. Calls for law enforcement and /or fire that seem unrelated but begin to form a pattern around a centralized location/activity
    - 2.4.3.4. Open line calls
    - 2.4.3.5. Hearing gun shots in the background of a call
  - 2.4.4. Identify appropriate information/guidance to be provided to other law enforcement agencies offering assistance or asking questions during an event.
    - 2.4.4.1. Maintain phone line(s) and radio control (i.e. channels and phones lines should be clear to obtain and disseminate pertinent information).
    - 2.4.4.2. Determine what and if information is authorized for release.
    - 2.4.4.3. Direct callers seeking information to public information officer or assigned spokesperson.
  - 2.4.5. Identify the potential for a secondary event or multiple events to be associated with the initial primary active shooting.
    - 2.4.5.1. Secondary distractions (i.e. pulling fire alarm or setting off security alarms)
    - 2.4.5.2. Drawing in first responders
    - 2.4.5.3. Multiple shooters
  - 2.4.6. Identify potential weapons used and other hazards for first responders during an active shooter incident.
    - 2.4.6.1. Hand gun and/or long gun

- 2.4.6.1.1 Number of firearms
    - 2.4.6.1.2. Number of shots fired
    - 2.4.6.1.3. Where
    - 2.4.6.1.4. When
  - 2.4.6.2. Explosives, bombs, booby traps, or other distraction devices
  - 2.4.6.3. Knives, machetes, hatchets
  - 2.4.6.4. Entry/ exits compromised (e.g. blocked, chained, booby-trapped)
  - 2.4.6.5. Others as identified
- 2.4.7. Demonstrate screening calls, gathering information, and relaying the location of suspect(s) and mode(s) of transportation.
  - 2.4.7.1. On premises
  - 2.4.7.2. Off premises / direction of travel
  - 2.4.7.3. Ingress/egress points for law enforcement
  - 2.4.7.4. Transportation mode
    - 2.4.7.4.1 Type of vehicle (use CYMBALS)
    - 2.4.7.4.2. Car/truck/motorcycle
    - 2.4.7.4.3. Armored
    - 2.4.7.4.4. Boat
    - 2.4.7.4.5. On foot
    - 2.4.7.4.6. Others as identified
  - 2.4.7.5 Description of suspect(s)
    - 2.4.7.5.1. Known (obtain name)
    - 2.4.7.5.2. Number
    - 2.4.7.5.3. Head to toe description
      - 2.4.7.5.3.1. Any special clothing or protective vest/armor
      - 2.4.7.5.3.2. Any remarkable or outstanding physical markings
      - 2.4.7.5.3.3. Possible bomb (i.e. visible wires, suicide vest, backpack, remote detonator, packages)
    - 2.4.7.5.4. Did he/she say anything (i.e. group affiliation, mental stability)
    - 2.4.7.5.5. Targeting specific groups or individuals (i.e. religion, culture, gender orientation, race)
    - 2.4.7.5.6. Any other information obtained
- 2.4.8 Demonstrate the ability to analyze, prioritize, and relay pertinent information regarding hostages, injured and uninjured victims.
  - 2.4.8.1. Hostages
    - 2.4.8.1.1. Location (s) (i.e. room number, building name, access points for law enforcement)
    - 2.4.8.1.2. Number
    - 2.4.8.1.3. Any suspect's demands
    - 2.4.8.1.4. Injuries
  - 2.4.8.2. Injured/casualties
    - 2.4.8.2.1. Location(s)
    - 2.4.8.2.2. Number
    - 2.4.8.2.3. Types of injuries
    - 2.4.8.2.4. Triage

- 2.4.8.3. Uninjured
  - 2.4.8.3.1. Location(s)
  - 2.4.8.3.2. Number
- 2.4.9. Demonstrate the ability to determine if civilians are secure and safe and if the facility/agency has an active shooter plan.
  - 2.4.9.1. Escape
  - 2.4.9.2. Avoid
  - 2.4.9.3. Deny
  - 2.4.9.4. Defend
- 2.4.10. Identify possible contingencies during a system failure.
  - 2.4.10.1. Implementation of MOA/MOU
  - 2.4.10.2. Back-up systems
  - 2.4.10.3. Radios /Cache
- 2.4.11. Demonstrate an understanding of the analysis and prioritization of the following:
  - 2.4.11.1. Additional call taking and screening for service
  - 2.4.11.2. Documentation timely and pertinent/updates computer aided dispatch
  - 2.4.11.3. Incident Command/Unified Command
- 2.4.12. Identify how the use of social media impacts today's shooter and active shooter activities.
  - 2.4.12.1. Monitor social media during the event, as applicable
  - 2.4.12.2. Impact on scene control
  - 2.4.12.3. Utilizing social media for distribution of information
- 2.4.13. Identify the dispatcher's role and interaction with the Media.
  - 2.4.13.1. Inform individuals to contact the public information officer or the individual serving in that capacity.
  - 2.4.13.2. Types of Media
    - 2.4.13.2.1 Local (quick response to scene; priority is community and community healing)
    - 2.4.13.2.2 Major affiliates (National /international 6-9 hour response to scene; priority is headlines secondary is victims and community healing)
  - 2.4.13.3. Awareness of surroundings and individuals (i.e. press) when privately discussing incident in public/private locations
- 2.4.14. Identify emotional impact and the resources available for stress management including Critical Incident Stress Management and services are available within the community.
  - 2.4.14.1. Employee Assistance Program/Human Resources
  - 2.4.14.2. Critical Incident Systems Management Teams
  - 2.4.14.3. Community Services Board (CSB)
  - 2.4.14.4. Others as identified
- 2.4.15. Identify active shooter incident's impact on first responders and community
  - 2.4.15.1. Suicides
  - 2.4.15.2. Alcoholism
  - 2.4.15.3. Abuse
  - 2.4.15.4. Increased use of sick leave
  - 2.4.15.5. Service calls (i.e. suspicious person and welfare checks )
  - 2.4.15.6. Depleted resources (funding, staff, equipment, etc.)
- 2.4.16. Given a written or practical exercise, demonstrate an understanding of a law enforcement response.

- 2.4.16.1. Approach
- 2.4.16.2. Positioning
- 2.4.16.3. Situational awareness
- 2.4.16.4. Breaching awareness
- 2.4.16.5. Scene control
  - 2.4.16.5.1. Traffic
  - 2.4.16.5.2. Towing
  - 2.4.16.5.3. Media
  - 2.4.16.5.4. Family reunification
- 2.4.16.6. Officer safety
- 2.4.16.7. Force on force
- 2.4.16.8. Avoidance
- 2.4.16.9. Emergency medical services /fire roles, responsibilities and safety
  - 2.4.16.9.1. Emergency medical dispatch (EMD)
  - 2.4.16.9.2. Tactical emergency response team
- 2.4.16.10. Zones
  - 2.4.16.10.1. Hot
  - 2.4.16.10.2. Warm
  - 2.4.16.10.3. Cold

### **Lesson Plan Guide:**

1. Identify the primary functions of a dispatcher during an active shooter event(s).
  - a. Call taking/texting
    - (1) Recognizing or suspecting an active shooter event
    - (2) Identify accurate location
  - b. Coaching and/or direction
    - (1) Civilian(s)
    - (2) Armed civilian(s)
    - (3) Off duty law enforcement
    - (4) Fire and emergency medical services personnel
  - c. Gathering information and documentation
  - d. Dispatching and disseminating information to responding units
    - (1) Radio control
    - (2) Immediate updates of pertinent information to field units
  - e. Acknowledging responding units
  - f. Managing responding resources
2. Identify the roles of law enforcement, emergency medical services, and fire service during active shooter event(s).
  - a. Law Enforcement
    - (1) Locating, containing, neutralizing suspect
    - (2) Securing scene
    - (3) Establishing casualty collection point
    - (4) Perimeter management



- b. Emergency Medical Services
    - (1) Triage
    - (2) Transporting
  - c. Fire
    - (1) Scene assessment (i.e. hazmat)
    - (2) Triage
    - (3) Perimeter management
3. Define active shooter and identify early warning signs of an active shooter event.
- a. Early warning signs
    - (1) Sudden influx of calls
    - (2) Suspicious person calls not involving shots fired
    - (3) Calls for law enforcement and /or fire that seem unrelated but begin to form a pattern around a centralized location/activity
    - (4) Open line calls
    - (5) Hearing gun shots in the background of a call
  - b. Timelines
    - (1) Average active shooter event lasts twelve minutes
    - (2) Dispatchers goal should be to put the call out in less than one minute
    - (3) Average response time puts an officer at the scene in three minutes
4. Identify appropriate information and/or guidance to be provided to other law enforcement agencies offering assistance or asking questions during an active shooter event.
- a. Maintain phone line(s) and radio control (i.e. channels and phones lines should be clear to obtain and disseminate pertinent information).
  - b. Determine what and if information is authorized for release.
  - c. Direct callers seeking information to public information officer or assigned spokesperson.
5. Identify the potential for secondary or multiple events to be associated with the initial primary active shooting incident(s) and relay the possibility of potential of danger to responding units.
- a. Booby trap(s)
  - b. Multiple shooters
  - c. Secondary distractions
  - d. Drawing in first responders
  - e. Others as identified
6. Identify the potential for the use of multiple weapons and other hazards for first responders during an active shooter incident.
- a. Hand gun and/or long gun
    - (1) Number of firearms
    - (2) Number of shots fired
    - (3) Where
    - (4) When

- b. Explosives, bombs, booby traps, or other distraction devices
  - c. Knives, machetes, hatchets
  - d. Entry/ exits compromised (e.g. blocked, chained, booby-trapped)
  - e. Others as identified
7. Given a written or practical exercise, screen calls and relay the description of suspect(s) and suspect's location:
- a. Known (obtain name)
  - b. Number
  - c. Head to toe description
    - (1) Any special clothing or protective vest/armor
    - (2) Any remarkable or outstanding physical markings
    - (3) Possible bomb (i.e. visible wires, suicide vest, backpack, remote detonator, packages)
  - d. Did he/she say anything (i.e. group affiliation, mental stability)
  - e. Targeting specific groups or individuals (i.e. religion, culture, gender orientation, race)
  - f. Transportation mode/Direction of travel
    - (1) Type of vehicle (use CYMBALS)
    - (2) Car/truck/motorcycle
    - (3) Armored
    - (4) Boat
    - (5) On foot
  - g. On premises
  - h. Off premises/ direction of travel
  - i. Possible access points for law enforcement
  - j. Other suspect descriptions or location information obtained.
8. Given a written or practical exercise, analyze, prioritize, and relay pertinent information regarding hostages, injured and uninjured victims.
- a. Hostage(s)
    - (1) Location(s) (i.e. room number, building name)
    - (2) Number
    - (3) Any suspect's demands
    - (4) Injuries
  - b. Injured/casualties
    - (1) Location(s)
    - (2) Number
    - (3) Types of injuries
  - c. Uninjured
    - (1) Location(s)
    - (2) Number

9. Demonstrate the process of determining if civilians are secure and safe and if the facility/agency has an active shooter plan.
  - a. Escape
  - b. Avoid
  - c. Deny
  - d. Defend
10. Identify possible contingencies for system failure.
  - a. Implementation of MOA/MOU
  - b. Back-up systems
  - c. Radios/Cache
11. Demonstrate an understanding of the analysis and prioritization of the following:
  - a. Additional call taking and screening for service
  - b. Documentation timely and pertinent/updates CAD
  - c. Incident Command/Unified Command
12. Identify the impact of social media on today's shooter and active shooter activities.
  - a. Monitor social media during the event, as applicable
  - b. Impact on scene control
  - c. Utilizing social media for distribution of information
13. Identify the dispatcher's role and interaction with the Media.
  - a. Inform individuals to contact the public information officer or the individual serving in that capacity.
  - b. Types of Media
    - (1) Local (quick response to scene; priority is community and community healing)
    - (2) Major affiliates (National /international 6-9 hour response to scene; priority is headlines secondary is community healing)
  - c. Awareness of surroundings and individuals (i.e. press) when privately discussing incident in public/private locations
14. Identify emotional impact and the resources available for stress management including Critical Incident Stress Management and services are available within the community.
  - a. Employee Assistance Program/Human Resources
  - b. Critical Incident Systems Management Teams
  - c. Community Services Board
  - d. Others as identified
15. Identify active shooter incident's impact on the community's first responders
  - a. Increases suicides
  - b. Increase alcoholism
  - c. Increased use of sick leave
  - d. Increases suspicious person and welfare check calls
  - e. Depleted resources (funding, staff, equipment, etc.)

16. Given a written or practical exercise, demonstrate an understanding of a law enforcement response.

- a. Approach
- b. Positioning
- c. Situational awareness
- d. Breaching awareness
- e. Scene control
  - (1) Traffic
  - (2) Towing
  - (3) Media
  - (4) Family reunification
- f. Officer safety
- g. Force on force
- h. Avoidance
- i. Emergency medical services /fire roles, responsibilities and safety
  - (1) Emergency medical dispatch (EMD)
  - (2) Tactical emergency response team
- j. Zones
  - (1) Hot
  - (2) Warm
  - (3) Cold

# *Proposed Language Jails*

## **New Performance Outcome (Jail Operations)**

### **Performance Outcome 4.8.**

Identify applicable laws, definitions and background information related to terrorism.

### **Training Objectives Related to 4.8.**

- A. Given a written exercise, define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.
- B. Given a written or practical exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.
- C. Given a written or practical exercise identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - 1. Background information
    - a. International
    - b. Domestic (Intra-national)
  - 2. Strategies/current trends
    - a. Propaganda
    - b. Internet resources
    - c. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response
      - (1) Three or more attackers
      - (2) Simultaneous attack of two or more sites
    - d. Other as identified
  - 3. Primary objectives
  - 4. Potential targets

**Criteria:** The trainee shall be tested on the following:

- 4.8.1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.
- 4.8.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment
- 4.8.3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - 4.8.3.1. Extreme political groups (Sovereign Citizens)
  - 4.8.3.2. Race-based hate groups (White Supremacist, Black Separatists)
  - 4.8.3.3. Religious-based hate groups (Christian Identity, Westboro Baptist Church)
  - 4.8.3.4. Special interest groups (anti-abortion, animal rights)
  - 4.8.3.5. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)
  - 4.8.3.6. Identify the primary objectives of terrorists:
    - 4.8.3.6.1. Recognition

- 4.8.3.6.2. Coercion
- 4.8.3.6.3. Intimidation
- 4.8.3.6.4. Provocation
- 4.8.3.6.5. Insurgency Support
- 4.8.3.7. Potential targets

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.
2. Identify the difference between extremist beliefs and terrorist activity acts/speech protected by the First Amendment (i.e. subject has radical beliefs which are not a violation of law until they act upon them)
  - a. Identify the radicalization process and the behavioral factors influencing the process
  - b. Terrorist recruitment cycle and socialization activities
3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - a. Extreme political groups (Sovereign Citizens)
  - b. Race-based hate groups (White Supremacist, Black Separatists)  
Religious-based hate groups (Christian Identity, Westboro Baptist Church)
  - c. Special interest groups (anti-abortion, animal rights)
  - d. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)
4. Identify types of organizations and individuals engaging in acts of terrorism.
  - a. Background information
    - (1) International
    - (2) Domestic (Intra-national)
  - b. Strategies/current trends
    - (1) Propaganda
    - (2) Internet resources
    - (3) Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response
      - (a) Three or more attackers
      - (b) Simultaneous attack of two or more sites
  - c. Primary objectives
  - d. Potential targets

## **New Performance Outcome (Jail Operations)**

### **Performance Outcome 4.9.**

Identify common precursors associated with the production of hazardous devices accessible through legal and illegal means.

#### **Training Objective Related to 4.9.**

- A. Given a written or practical exercise, identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - a. chemical agents
  - b. biological agents
  - c. radiological devices
  - d. explosive devices
  - e. weapons of mass destruction
- B. Given a written or practical exercise, identify the responsibilities of the first officer on the scene of an act of terrorism.

**Criteria:** The trainee shall be tested on the following:

- 4.9.1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - 4.9.1.1. chemical agents
  - 4.9.1.2. biological agents
  - 4.9.1.3. radiological devices
  - 4.9.1.4. explosive devices
  - 4.9.1.5. weapons of mass destruction
- 4.9.2. Recognize and evaluate the situation.
- 4.9.3. Avoid and isolate the area.
- 4.9.4. Notify appropriate agencies and request assistance.
- 4.9.5. If and when determined, proceed to evacuate/shelter in place.

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - a. chemical agents
  - b. biological agents
  - c. radiological devices
  - d. explosive devices
  - e. weapons of mass destruction
- 2. Recognize and evaluate the situation.
- 3. Avoid and isolate the area.
- 4. Notify appropriate agencies and request assistance.
- 5. If and when determined, proceed to evacuate/shelter in place.

## **New Performance Outcome (Jail Operations)**

### **Performance Outcome 4.10.**

Identify the impact of social media on today's terrorism activities.

#### **Training Objective Related to 4.10.**

A. Given a written or practical exercise, identify the impact various forms of social media have on today's terrorist activity.

**Criteria:** The trainee shall be tested on the following:

- 4.10.1. Identify the impact of social media on terrorist activities.
  - 4.10.1.1. Monitor social media during the event, as applicable
  - 4.10.1.2. Utilizing social media for distribution of information

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Identify the impact of social media on terrorist activities.
  - a. Monitor social media during the event, as applicable
  - b. Utilizing social media for distribution of information

## **New Performance Outcome (Jail Operations)**

### **Performance Outcome 4.11.**

Identify behavior(s) and indicators of suspicious non-criminal and criminal activity that may alert law enforcement to acts of terrorism and identify resources capable of providing assistance.

#### **Training Objectives Related to 4.11.**

- A. Given a written or practical exercise, identify behavior(s) and indicators of suspicious non-criminal and criminal terrorist activity.
- B. Given a written or practical exercise identify federal, state, and local resources.

**Criteria:** The trainee shall be tested on the following:

- 4.11.1. Identify behaviors and indicators of suspicious non-criminal and criminal activities.
- 4.11.2. Identify federal, state, and local resources.
  - 4.11.2.1. Federal
    - 4.11.2.1.1. Joint Terrorism Task Force
    - 4.11.2.1.2. Terrorist Screening Center (TSC)
    - 4.11.2.1.3. National Joint Terrorism Task Force
  - 4.11.2.2. State Police – Fusion Center
  - 4.11.2.3. Local resources



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify behavior(s) and indicators
  - a. Suspicious non-criminal
  - b. Criminal
2. Identify federal, state, and local resources.
  - a. Federal
    - (1) Joint Terrorism Task Force
    - (2) Terrorist Screening Center (TSC)
    - (3) National Joint Terrorism Task Force
  - b. State Police – Fusion Center
  - c. Local resources

### **Revised Performance Outcomes (Field Training)**

#### **9.67 – 9.69 Public Safety Response to Terrorism**

9.67. Complete IS-700 NIMS Introductory training course and provide certificate of completion to supervisor.

9.68. Complete ICS 100 Introductory training course and provide certificate of completion to supervisor.

9.69. Repeal ~~Complete AWR-160 Terrorism Awareness for Emergency First Responders and provide certificate of completion to supervisor.~~

# ***Proposed Language Law Enforcement***

## **Revised Performance Outcome (Legal Issues)**

### **Performance Outcome 2.40.**

Arrest persons without a warrant.

### **Training Objectives Relating to 2.40.**

A. Given a written exercise, identify constitutional and statutory requirements to arrest a person without a warrant.

**Criteria:** The trainee shall be tested on the following:

- 2.40.1. Identify the requirement for warrantless felony arrest under §19.2-81.
- 2.40.2. Identify the general requirement for a warrantless misdemeanor arrest.
- 2.40.3. Given narrative examples of arrest situations, determine if the warrantless arrest is legal (include as one situation an officer observing a crime while off duty and in plain clothes).
- 2.40.4. Identify three situations whereby an officer may make a warrantless arrest according to the Code of Virginia.
- 2.40.5. Identify when a police officer may enter a private dwelling in order to make a warrantless arrest.
- 2.40.6. Identify the requirement of an officer to show his badge when not in uniform and attempting to make an arrest.

**Lesson Plan Guide:** The lesson plan shall include the following:

Code of Virginia, §19.2-81 to 19.2-83.1

- 1. Identify the requirement for warrantless felony arrest under §19.2-81.
- 2. Identify the general requirement for a warrantless misdemeanor arrest.
- 3. Define probable cause for arrest.
- 4. Given narrative examples of arrest situations, determine if the warrantless arrest is legal (include as one situation an officer observing a crime while off duty and in plain clothes).
- 5. Identify the situations whereby an officer may make a warrantless arrest according to the Code of Virginia:
  - a. crime committed in presence (§19.2-81)
  - b. at the scene of an accident
  - c. upon information that the individual is wanted in another jurisdiction through electronic messages (fax, teletype and radio messages)
  - d. a shoplifting offense
  - e. assault and battery

- f. escapee from a mental institution
- g. a probation or parole violation, etc.
- h. concealed weapon in school
- i. vandalism to commercial property
- j. taking into custody a person detained by a citizen
- k. traffic misdemeanor arrest (§19.2-82)
- l. failure to surrender (§19.2-298)

6. Identify when a police officer may enter a private dwelling in order to make a warrantless arrest:

- a. exigent circumstances
- b. consent
- c. hot pursuit

7. Identify the Virginia State Code sections pertaining to warrantless arrests:

- a. Escape, flight and pursuit, arrest anywhere in Commonwealth (§19.2-77)
- b. Arrest by officers of other states in close pursuit (§19.2-78)
- c. Arrest without warrant authorized in certain cases (§19.2-81)
- d. Arrest of an illegal alien without a warrant (§19.2-81.6)
- ~~e. Procedure for arrest without warrant (§19.2-82)~~

8. Identify the requirement for an officer to show his badge when not in uniform and attempting to make an arrest. ~~(§19.2-81) Foote v. Commonwealth, 11 Va App 61, 396 SE2d 851 (1990)~~

***Instructor Note: Advise trainees that they will need to identify department policy for self-identification as a law enforcement officer.***

### **Revised Performance Outcome (Patrol)**

#### **Performance Outcome 4.16.**

Respond to and conduct a preliminary investigation of events related to an animal complaint.

#### **Training Objective Related to 4.16.**

Given a written exercise:

- A. Identify criminal violations related to animal behavior.
- B. Identify criminal violations related to cruelty to animals.
- C. Identify criminal violations related to animal fighting.

**Criteria:** The trainee shall be tested on the following:

4.16.1. Statute on complaints related to animal behavior

4.16.2. Statute on complaints about cruelty to animals

4.16.3. Steps for responding to complaints: (§3.2-6571)

4.16.3.1. If not an immediate threat to officer or public, notify animal control or proper authority.

4.16.3.2. If an immediate threat, the officer must control the situation taking precautions that no bystanders will be endangered.

4.16.3.3. Identify equipment or weapons needed to control the situation given the ~~(consider size, speed, strength, and aggression ability of animal (s) with knowledge that intermediate impact weapons (such as batons) are not recommended.~~

4.16.3.4. 4.16.3.3.1. If the animal is aggressive and the officer has time and the necessary resources or equipment the officer should attempt to put a physical barrier (i.e. trashcan or vehicle) between himself and the animal while redirecting the animals attention or subduing the animal using less lethal tactics (i.e. food, treats, chemical spray, conducted electronic weapon discharged sideways, discharge of a fire extinguisher or lit flare).

4.16.3.3.2. If the animal is charging or attacking, the officer is permitted to protect the public and defend himself through the use of force to include lethal force should destroy the animal.

4.16.3.53. 4. Identify methods for destruction of injured animals when no animal control officer is available.

4.16.4. Animal fighting

4.16.4.1. Identify animal fighting activities and/or venues and work with animal control officers (where available) in responding to any related criminal activity.

4.16.4.2. Identify possible criminal activity associated with animal fighting.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Complaints related to animal behavior (§3.2-6540) 2. Complaints

2. Complaints about cruelty to animals (§18.2-403, §3.2-6570)

a. If not an immediate threat to officer or public, notify animal control or proper authority.

b. If an immediate threat, the officer must control the situation taking precautions that no bystanders will be endangered.

c. Identify equipment or weapons needed to control the situation given the ~~(consider size, speed, strength, and aggression ability of animal (s) with knowledge that intermediate impact weapons (such as batons) are not recommended.~~

(1) If the animal is aggressive and the officer has time and the necessary resources or equipment the officer should attempt to put a physical barrier (i.e. trashcan or vehicle) between himself and the animal while redirecting the animals attention or subduing the animal using less lethal tactics (i.e. food, treats, chemical spray, conducted electronic weapon discharged sideways, discharge of a fire extinguisher or lit flare).

d.(2) If the animal is threatening charging or attacking (including other animals), the officer is permitted to protect the public and defend himself through the use of force to include lethal force should destroy the animal.

d-e. Identify methods for destruction of injured animals when no animal control officer is available.

4. Animal fighting (§ 3.2-6571)

- a. Identify animal fighting activities and/or venues and work with animal control officers (where available) in responding to any related criminal activity.
- b. Identify possible criminal activity associated with animal fighting.
  - (1) Animal cruelty
  - (2) Unlawful wagering
  - (3) Controlled substances
  - (4) Grand or petit larceny
  - (5) Unlawful transportation of animals
  - (6) Conspiracy to commit criminal acts
  - (7) Others as instructor may identify

***Instructor Note: Advise trainees that they will need to identify local ordinances and department policy related to animal complaints as part of their department training.***

**Revised Performance Outcome (Patrol)**

**Performance Outcome 4.17.**

Respond to and conduct preliminary investigation of events related to lost/missing/abducted person.

**Training Objective Related to 4.17.**

A. Given a written or practical exercise, identify the duties of the first officer to conduct a preliminary investigation of events related to lost, missing or abducted person.

**Criteria:** The trainee shall be tested on the following:

4.17.1. Complete identification of a person

- a. Name
- b. Age/Date of Birth
- c. Date, time last seen
- d. Description/ photo
- e. Others with him/her, if any
- f. First time or repeat
- g. Known frequented locations
- h. *Repealed*
- i. Special or secret hide-a-way (even old ones)
- j. Conversations about leaving residence

4.17.2. Special or suspicious circumstances under which to notify a supervisor immediately for determination of getting additional resources

- a. missing ~~children or endangered persons~~ child (§ 52-32)
  - b. elderly/persons with dementia specific illnesses or Alzheimer's Disease
  - c. missing adult with mental or physical disabilities or needing medication and critically missing adults 15.2-1718.2
  - d. danger due to weather
  - e. (Repeal) ~~possibility of abduction~~
  - f. review definition of abducted child (§ 52-34.1) and the criteria for issuing an Amber Alert (§ 52-34.3) and Senior Alert (§ 52-34.6)
- 4.17.3. Search last known location first, surrounding area, nearby hazards, and vehicles
- 4.17.4. Crime scene protection, if needed
- 4.17.5. Collect, preserve, and maintain evidence
- 4.17.6. Use a Virginia State Police Missing Children Information Clearinghouse Form (State Police Form SP-183) to report a juvenile missing child person as defined by the Code of Virginia § 52-32. Access the Virginia State Police Amber Alert Activation Request website or submit an Amber Alert Form to initiate an Alert for an abducted child. Use an affidavit for missing person age ~~48~~ 21 or over (State Police Form SP- 67) to report a missing adult. Use the Virginia State Police Senior Alert Program Form to ~~create~~ request a local, regional, or statewide notification of a missing senior adult.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Statutory requirements for searching for missing persons
2. Complete the identification of the person
  - a. name
  - b. age/date of birth
  - c. date, time last seen
  - d. description/photo
  - e. others with him/her, if any
  - f. first time or repeat
  - g. known frequented locations
  - h. Repealed
  - i. special or secret hide-a-way (even old ones)
  - j. conversations about leaving residence
3. Special or suspicious circumstances under which to notify a supervisor immediately
  - a. missing ~~children or endangered persons~~ child (§ 52-32)
  - b. elderly /persons with dementia specific illnesses or Alzheimer's Disease
  - c. missing adult with mental or physical disabilities or needing medication and critically missing adults (§ 15.2-1718.2)
  - d. danger due to weather
  - e. (Repealed) ~~possibility of abduction~~
  - f. search/canine teams possibly useful
  - g. ~~review criteria for issuing an Amber Alert~~ Identify the statutory requirements and criteria for issuing a local, regional, or statewide Amber Alert § 52-34.1 and § 52-34.3.

h. Identify the statutory requirements and criteria for issuing a local, regional, or statewide Senior Alert § 52-34.4 of the Code of Virginia.

4. Search last known location first, surrounding area, nearby hazards, and vehicles
5. Search homes of relatives and friends
6. Search frequented locations
7. Conduct neighborhood canvas
8. Involvement of Department of Emergency Services
9. Crime scene protection, if needed
10. Collect, preserve, and maintain evidence
11. Use a Virginia State Police Missing Children Information Clearinghouse Form (State Police Form SP-183) to report a juvenile missing child person as defined by the Code of Virginia § 52-32. Access the Virginia State Police Amber Alert Activation Request website or submit an Amber Alert Form to initiate an Alert for an abducted child. Use an affidavit for missing person age ~~18~~ 21 or over (State Police Form SP- 67) to report a missing adult. Use the Virginia State Police Senior Alert Program Form to ~~create~~ request a local, regional, or statewide notification of a missing senior adult.
12. Search protocol for person's suffering from Alzheimer's Disease or dementia
  - a. Identify reasons that cause AD subjects to become lost easily.
  - b. Identify reasons that initiating a search effort is urgent.
  - c. Identify search crucials
    - (1) treat the point last seen as a crime scene and keep people out
    - (2) check house and immediate grounds even if done already
    - (3) notify media and ask for public assistance
    - (4) notify post office and ask letter carriers to be on alert
    - (5) alert local government people who are outside when working
    - (6) search at night
    - (7) point last seen provides the best clues for searchers and dogs
    - (8) others as may be noted by the instructor
  - d. Identify characteristics of the lost/wanderer
  - e. Identify critical initial actions including collection of search data
  - f. Identify possible resources to aid in conducting a search
    - (1) Safe Return
    - (2) Search and Rescue
    - (3) Project Lifesaver
    - (4) Tracking dogs
    - (5) Others as may be identified by instructor

***Instructor Note: Advise trainees that they will need to identify and follow the requirements of the Code of Virginia and department procedures to enter information into NCIC and VCIN as well as identify department policy and procedures on searches and will learn these as part of their department training.***

1. Complete all documentation related to a lost person for entry into NCIC and VCIN
2. Complete all documentation related to a missing person for entry into NCIC and VCIN
3. Complete all documentation related to a kidnapped person for entry into NCIC and VCIN

### **Revised Performance Outcome (Patrol)**

#### **Performance Outcome 4.22.**

Handle a runaway complaint.

#### **Training Objective Related to 4.22.**

A. Given a written or practical exam, identify procedures to handle a runaway complaint.

**Criteria:** The trainee shall be tested on the following:

4.22.1. Information to obtain for a runaway complaint:

- a. Name
- b. Age of runaway
- c. Date, time last seen
- d. Description/photo
- e. Associates with him/her, if any
- f. Previous incidents of running away
- g. Suspicious circumstances
- h. Known frequented locations
- i. Conversations about running away and where the youth would go
- j. ~~Complete card for VCIN and NCIC~~ a Virginia State Police Missing Children Information Clearinghouse Form (State Police Form SP-183) to report a juvenile missing child person as defined by the Code of Virginia § 52-32 and enter the data into the Virginia Criminal Information Network and the National Crime Information Center Systems.
- k. ~~Complete State Police Form 183 (report of a runaway or missing juvenile) (Repealed)~~

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Information to obtain for a runaway complaint:
  - a. Name
  - b. Age of runaway
  - c. Date, time last seen
  - d. Description/photo
  - e. Associates with him/her, if any



- f. Previous incidents of running away
  - g. Suspicious circumstances
  - h. Known frequented locations
  - i. Conversations about running away and where the youth would go
  - j. Complete ~~card for VCIN and NCIC~~ a Virginia State Police Missing Children Information Clearinghouse Form (State Police Form SP-183) to report a juvenile missing child person as defined by the Code of Virginia § 52-32 and enter the into the Virginia Criminal Information Network and the National Crime Information Center Systems.
  - k. ~~Complete State Police Form 183 (report of a runaway or missing juvenile) (Repealed)~~
2. Cross-reference standard 2.6 regarding circumstances for dealing with juveniles and emphasize those areas where a detention order is not needed to pick up a juvenile and return him or her to his or her domicile.

***Instructor Note: Advise trainees that they will need to identify department policy related to handling a runaway complaint as part of their department training.***

## **New Performance Outcome (Patrol)**

### **Performance Outcome 4.57.**

Identify applicable laws, definitions and background information related to terrorism.

### **Training Objectives Related to 4.57.**

- A. Given a written exercise, define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.
- B. Given a written or practical exercise, identify the differences between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment.
- C. Given a written or practical exercise identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - 1. Background information
    - a. International
    - b. Domestic (Intra-national)
  - 2. Strategies/current trends
    - a. Propaganda
    - b. Internet resources
    - c. Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response
      - (1) Three or more attackers
      - (2) Simultaneous attack of two or more sites
    - d. Other as identified
  - 3. Primary objectives
  - 4. Potential targets

**Criteria:** The trainee shall be tested on the following:

- 4.57.1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.
- 4.57.2. Identify the difference between extremist beliefs, terrorist activity, and acts/speech protected by the First Amendment
- 4.57.3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - 4.57.3.1. Extreme political groups (Sovereign Citizens)
  - 4.57.3.2. Race-based hate groups (White Supremacist, Black Separatists)
  - 4.57.3.3. Religious-based hate groups (Christian Identity, Westboro Baptist Church)
  - 4.57.3.4. Special interest groups (anti-abortion, animal rights)
  - 4.57.3.5. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)
  - 4.57.3.6. Identify the primary objectives of terrorists:
    - 4.57.3.6.1. Recognition
    - 4.57.3.6.2. Coercion
    - 4.57.3.6.3. Intimidation
    - 4.57.3.6.4. Provocation
    - 4.57.3.6.5. Insurgency Support
  - 4.57.3.7. Potential targets

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Define terrorism according to Title 18 U.S.C and applicable laws in the Code of Virginia.
- 2. Identify the difference between extremist beliefs and terrorist activity acts/speech protected by the First Amendment (i.e. subject has radical beliefs which are not a violation of law until they act upon them)
  - a. Identify the radicalization process and the behavioral factors influencing the process
  - b. Terrorist recruitment cycle and socialization activities
- 3. Identify the distinctions between and individual acting alone, domestic and international terrorist organizations and their supporters:
  - a. Extreme political groups (Sovereign Citizens)
  - b. Race-based hate groups (White Supremacist, Black Separatists)  
Religious-based hate groups Christian Identity, Westboro Baptist Church)
  - c. Special interest groups (anti-abortion, animal rights)
  - d. Foreign Terrorist Organizations (al Qaeda, ISIS, Boko Haram)
- 4. Identify types of organizations and individuals engaging in acts of terrorism.
  - a. Background information
    - (1) International
    - (2) Domestic (Intra-national)
  - b. Strategies/current trends
    - (1) Propaganda
    - (2) Internet resources

- (3) Complex coordinated attacks intended to overwhelm the local jurisdiction and initiate a regional /statewide response
    - (a) Three or more attackers
    - (b) Simultaneous attack of two or more sites
- c. Primary objectives
- d. Potential targets

### **New Performance Outcome (Patrol)**

#### **Performance Outcome 4.58.**

Identify behavior(s) and indicators of suspicious non-criminal and criminal activity that may alert law enforcement to acts of terrorism and identify resources capable of providing assistance.

#### **Training Objectives Related to 4.58.**

- A. Given a written or practical exercise, identify behavior(s) and indicators of suspicious non-criminal and criminal terrorist activity.
- B. Given a written or practical exercise identify federal, state, and local resources.

**Criteria:** The trainee shall be tested on the following:

- 4.58.1. Identify behaviors and indicators of suspicious non-criminal and criminal activities.
- 4.58.2. Identify federal, state, and local resources.
  - 4.58.2.1. Federal
    - 4.58.2.1.1. Joint Terrorism Task Force
    - 4.58.2.1.2. National Joint Terrorism Task Force
  - 4.58.2.2. State
  - 4.58.2.3. Local

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Identify behavior(s) and indicators
  - a. Suspicious non-criminal
  - b. Criminal
- 2. Identify federal, state, and local resources.
  - a. Federal
    - (1) Joint Terrorism Task Force
    - (2) National Joint Terrorism Task Force
  - b. State
  - c. Local

## **New Performance Outcome (Patrol)**

### **Performance Outcome 4.59.**

Identify common precursors associated with the production of hazardous devices accessible through legal and illegal means.

#### **Training Objective Related to 4.59.**

- A. Given a written or practical exercise, identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - a. chemical agents
  - b. biological agents
  - c. radiological devices
  - d. explosive devices
  - e. weapons of mass destruction
- B. Given a written or practical exercise, identify the responsibilities of the first officer on the scene of an act of terrorism.

**Criteria:** The trainee shall be tested on the following:

- 4.59.1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - 4.59.1. 1. chemical agents
  - 4.59.1. 2. biological agents
  - 4.59.1. 3. radiological devices
  - 4.59.1. 4. explosive devices
  - 4.59.1. 5. weapons of mass destruction
- 4.59.2. Recognize and evaluate the situation.
- 4.59.3. Avoid and isolate the area.
- 4.59.4. Notify appropriate agencies and request assistance.
- 4.59.5. If and when determined, proceed to evacuate/shelter in place.

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Identify common precursors associated with the production of hazardous devices and related equipment using legal and illegal resources:
  - a. chemical agents
  - b. biological agents
  - c. radiological devices
  - d. explosive devices
  - e. weapons of mass destruction
- 2. Recognize and evaluate the situation.
- 3. Avoid and isolate the area.
- 4. Notify appropriate agencies and request assistance.
- 5. If and when determined, proceed to evacuate/shelter in place.

## **New Performance Outcome (Patrol)**

### **Performance Outcome 4.60.**

Identify the impact of social media on today's terrorism activities.

#### **Training Objective Related to 4.60.**

A. Given a written or practical exercise, identify the impact various forms of social media have on today's terrorist activity.

**Criteria:** The trainee shall be tested on the following:

- 4.60.1 Identify the impact of social media on terrorist activities.
  - 4.60.1.1. Monitor social media during the event, as applicable
  - 4.60.1.2. Utilizing social media for distribution of information

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify the impact of social media on terrorist activities.
  - a. Monitor social media during the event, as applicable
  - b. Utilizing social media for distribution of information